

L I A S C D

Fall Conference

Education at the Crossroads

Friday, October 4, 2013

**Melville Marriott
Melville, New York**



Please visit our website: www.liascd.org



FALL CONFERENCE AGENDA OCTOBER 4, 2013

7:45 AM - 8:30 AM	REGISTRATION & BREAKFAST
8:30 AM - 9:00 AM	WELCOME & INTRODUCTIONS
9:00 AM - 9:30 AM	KEYNOTE SPEAKER
9:30 AM - 9:45 AM	MORNING COFFEE BREAK
9:45 AM - 11:45 AM	PANEL DISCUSSION
12:00 PM - 1:00 PM	LUNCH
1:15 PM - 2:15 PM	BREAK-OUT SESSION I
2:30 PM - 3:30 PM	BREAK-OUT SESSION II

Please complete the Conference Evaluation Form before you leave today!

Thank You

LIASCD Fall Conference Planning Committee Members:

*Dr. Tim Eagen, Mark Secaur, Dr. LaQuita Outlaw, Dr. Esther Fusco,
Dr. Joan Ripley, Dr. Ted Fulton, Dolly Kranz, Dr. Kim Nisbett, Dr. Regina Cohn,
Mary Loesing and Renee Severe*

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INTRODUCTIONS

BEGINNING PROMPTLY AT 8:30 AM

DR. TIM EAGEN, PRESIDENT, LIASCD

KEYNOTE PRESENTER

BEGINNING PROMPTLY AT 9:00 AM

MERRYL TISCH, CHANCELLOR,
NEW YORK STATE BOARD OF REGENTS

PANEL DISCUSSION

BEGINNING PROMPTLY AT 9:45 AM

FACILITATED BY DR. THOMAS ROGERS
DISTRICT SUPERINTENDENT, NASSAU BOCES

DR. CAROL BURRIS
PRINCIPAL, SOUTH SIDE HIGH SCHOOL
ROCKVILLE CENTRE UFSD

DAVID GAMBERG
SUPERINTENDENT, SOUTHOLD UFSD

DICK IANNUZZI
PRESIDENT, NYSUT

DAVID LITTLE
DIRECTOR OF GOVERNMENTAL RELATIONS
NEW YORK STATE SCHOOL BOARDS ASSOCIATION

RICHARD LONGHURST
EXECUTIVE ADMINISTRATOR, NEW YORK STATE PTA

DR. RON THORPE
PRESIDENT & CEO, NATIONAL BOARD FOR
PROFESSIONAL TEACHING STANDARDS

JIM VIOLA
DIRECTOR OF GOVERNMENTAL RELATIONS, SAANYS

AFTERNOON BREAK-OUT SESSION I

1:15 – 2:15 PM

NYSED: Accountability Updates

Presenter: Ira Schwartz

Location: Salons IX & X

This workshop will provide information on the evolution of New York's accountability system for individuals and institutions as New York works to align standards, assessments, and evaluation tools to the goal of college- and career-readiness for all students. Key issues that will be reviewed are: how schools and districts are being held accountable under New York's Elementary and Secondary Education Act (ESAA) flexibility waiver; the use of growth and value added metrics as part of the evaluation of teachers, principals, schools, and districts; and the interaction between new/revised assessments and accountability. This workshop will also look at the implications for accountability of a reauthorization of ESEA.

Driven by Data in Action: The Difference between Teaching and Learning

Presenters: Cheriese Pemberton, Catherine DiMartino,
Jeremiah Sumter Jr., Rose Hutcherson & Stacie Reid

Location: Salon V

This symposium brings together scholars and practitioners who have been experimenting with and implementing new approaches to data-analysis. Symposium participants will focus on the work of Paul Bambrick-Santoyo, the author of *Driven by Data: A Practical Guide to Improve Instruction*. Participants will apply Bambrick-Santoyo's model in two different school contexts: one at the high school level and one at the middle school level and finally discuss the successes of and challenges to implementing this model in traditional public schools. Useful for professors and practitioners alike, this symposium blends research, theory and practice using real-world experiences to reveal effective approaches to teaching about data both in the university and in schools.

Anything But Common... Holding on to Exceptional Practices 1-4

Presenters: Jill Gierasch, Suzanne Gray & Jennifer Hoffman

Location: Salon VI

This workshop highlights the journey of teachers in a 1-4 building as they implemented the Common Core Standards. Best practices and conversations around academic vocabulary, explicit mini lessons, essential and text-dependent questions and evidenced based writing will be shared. Photos and videos of our instructional environments will demonstrate the integration of the standards into every day practices. Participants will leave with ideas that can be implemented effectively in an elementary school setting.

Common Core Unit by Unit: 5 Critical Moves to Implement the Reading Standards Across the Curriculum

Presenter: Cheryl Dobbertin

Location: Salons III & IV

In this session, participants will learn how secondary content-area teachers (science, history and other subjects) can integrate the literacy standards into their students' work in meaningful ways.

"Tiered" Writing Activities for the ELA Common Core Classroom: *Meeting Students Where They Are, Not Where We'd Like Them to Be*

Presenter: Judy Dodge

Location: Salon VIII

Although the CCSS calls for greater text complexity, more advanced academic language, higher-level comprehension skills, and increased independence, the reality is that many of our students will struggle to meet these goals. Despite all the rhetoric, teachers will continue to face the challenge of helping ELLs, students with disabilities, and other learners who just need a different approach to the same outcome. Explore how "tiered" writing activities in your ELA classroom can help a single teacher manage a multi-leveled classroom in a time of Core Standards.

Understanding by Design 2.0

Presenter: Andrew Greene

Location: Whitman Room

Participants will get a brief overview of the revised Understanding by Design template and protocols. Through discussion, unit review, and cooperative activities, attendees will leave with an understanding of the changes Grant and Jay made to the unit design template.

Common Core for the Not so Common Learner: K-12 ELA Strategies

Presenters: Dr. Maria Dove & Dr. Andrea Honigsfeld

Location: Salons XI & XII

What do the Common Core Learning Standards mean for academically and linguistically diverse learners? What can teachers and administrators do to support these students to participate in standards-based learning activities and to achieve academic success? The presentation will (1) address the CCSS through the lens of working with K-12 ELLs and other at-risk students and (2) explore several effective, research-based ELA strategies based on the ELA anchor standards that will help all learners make progress towards meeting rigorous, grade-level expectations in the areas of reading, writing, speaking/listening, and academic language development.

Questioning in the Common Core Era

Presenters: Dr. Esther Fusco & Dr. LaQuita Outlaw Location: Vanderbilt Room

This workshop explores the questioning cycle and how teachers can improve content instruction through effective questions. An overview of connecting questions to subject areas and supporting students' understanding of questions will be provided. Teachers will review how to structure a question, explore how to assess students' responses and build students' conceptual development. This is a critical skill for effectively actualizing the expectations outlined in the Common Core State Standards and helping students deal with the complexity of text. Supporting diverse learners (English Language Learners, Special Education students, etc.) through questioning will also be explored. This is a dynamic workshop in which participants will experience a complete process and have the materials to take back and use in their schools.

Flipping the Classroom with Digital Media

Presenters: Heather Parris-Fitzpatrick & Lisa Estrada Location: Roosevelt Room

Discover how the flipped instructional model can transform teacher-centered classrooms into interactive, student-centered learning environments. Learn why flipping with digital media supports 21st century learning and provides more in-class time for teachers to differentiate and personalize instruction. This presentation will discuss the basic components of the flipped model and will introduce a variety of free online resources and tools that support flipped learning.

School Finances: Surviving in a Tax Cap Era

Presenters: Ryan Ruf & Sam Gergis Location: Salon VII

This Session will focus on the impact the first two years of the 'tax cap' has had on public education. Also, ideas will be shared about what the future will likely hold, as well as some strategies to preserve opportunities for our children.

Word Problems and the Modeling Cycle

Presenter: Larry Farrell Location: Salons I & II

This session will examine better ways to develop word problems in mathematics with attention towards international assessments. The session will continue by demonstrating modeling and how it affects all aspects of mathematics in our schools under the new Common Core Curriculum.

AFTERNOON BREAK-OUT SESSION II

2:30 – 3:30 PM

NYSED: Data and Technology Update

Presenter: Dr. Ken Wagner

Location: Salons IX & X

During this session, participants will be briefed by NYSED's Deputy Commissioner for Curriculum and Assessment on the upcoming Education Data Portal and Dashboards as well as updates regarding the PARCC assessments.

NYSED: The APPR Review Room

Presenter: Dr. Julia Rafal-Baer

Location: Salons III & IV

This session will provide updates and information about the Department's APPR process and the tools and resources currently available to the field. Participants will have the opportunity to learn about and discuss new resources under development to support the field in their implementation work.

Next Generation Science Standards: From Standards to Implementation

Presenters: Mary Loesing, Theresa Curry & Joyce Barry

Location: Salon VII

Join us for a discussion of the latest information from the New York State Education Department on the plan to adopt and implement the Next Generation Science Standards. We will discuss processes that you can use to redesign your curriculum to achieve the NGSS along with resources you can use throughout this process. We will also discuss how implementing science and engineering practices will necessitate changes in many of our teachers' current instructional methods.

Using Historical Data to Develop SLO: Regents, NYSESLAT and NYSAA

Presenter: Emma Klimek

Location: Salon V

This session will review a number of solutions to developing student targets for SLOs. This process uses historical data to identify student targets that consider the non-linear metrics of the Regents exams, the NYSESLAT and the NYSAA exams. Analysis of this process for the 2012-13 school year will be provided to the participants in order to inform the 2013-14 school year.

The Power of Explicit Learning Targets to Unleash Student Learning

Presenter: Dr. Joan Daly-Lewis

Location: Salon VIII

A clear, rigorous learning goal is a key component of effective instruction, yet students are often provided with “fuzzy” learning targets or no targets at all. In this workshop, Dr. Joan Daly-Lewis will build a compelling case for all educators to focus laser-like attention on providing students with daily, lesson-specific learning targets. She will provide participants with guidance in the essential elements of clear, student-friendly learning targets, and will offer some guided practice in upgrading typical aim statements and activity-oriented lesson goals into learning robust objectives that can legitimately drive planning, instruction, and assessment. We will build on the work of Marzano, Fisher and Frey, and Moss and Brookhart.

Growing Teacher Leaders - Working Together for Student Success

Presenters: Erin Gilrein, Marguerite Izzo & Jen Wolfe Location: Whitman Room

Tap into the power of the teachers within your building and district to increase student learning and engagement. This workshop will explore how administrators can ease the burden on their time brought on by CCLS, APPR and RTTT by encouraging their teachers to direct their expertise toward mentoring new and untenured teachers, leading committees in the school and district that tackle real issues and problems, coordinating student engagement projects that increase student success and creativity. How can you best recognize and foster the growth of your teacher leaders? This workshop examines teacher leaders as mentors, models of effective teaching, and change agents.

Common Core for the Not so Common Learner: K-12 ELA Strategies

Presenters: Dr. Maria Dove & Dr. Andrea Honigsfeld Location: Salons XI & XII

What do the Common Core Learning Standards mean for academically and linguistically diverse learners? What can teachers and administrators do to support these students to participate in standards-based learning activities and to achieve academic success? The presentation will (1) address the CCSS through the lens of working with K-12 ELLs and other at-risk students and (2) explore several effective, research-based ELA strategies based on the ELA anchor standards that will help all learners make progress towards meeting rigorous, grade-level expectations in the areas of reading, writing, speaking/listening, and academic language development.

The Common Core for ELA and All the Content Areas: Where We Have Been; Where We Are Going

Presenter: Victor Jaccarino

Location: Salons I & II

During this interactive session, the presenter will review briefly how the common core in literacy has and will continue to change critical thinking in our classrooms. Examples of common core instruction, units and modules will be discussed. In addition, participants will have the opportunity to review the four choices before them: Adopt, Adapt, Align, or Ignore the NYS modules.

Flipping the Classroom with Digital Media

Presenters: Heather Parris-Fitzpatrick & Lisa Estrada Location: Roosevelt Room

Discover how the flipped instructional model can transform teacher-centered classrooms into interactive, student-centered learning environments. Learn why flipping with digital media supports 21st century learning and provides more in-class time for teachers to differentiate and personalize instruction. This presentation will discuss the basic components of the flipped model and will introduce a variety of free online resources and tools that support flipped learning.

Implementing an Effective After School Program for Students with Autism

Presenters: Ellie Becker, Frank Carbone,
Jeannine Gulli & Kristen Raszka

Location: Salon VI

Attendees will leave this session with valuable information regarding the implementation of a New York State recognized program that provides quality after school services to students with autism. This model allows for improved services to students that increase social skills, peer relations and generalization of skills across a school setting.

LIASCD

Long Island Association for Supervision
and Curriculum Development

Leadership Quality
Professional Development

About our Presenters

KEYNOTE



Merryl H. Tisch **Chancellor, New York State Board of Regents**

Merryl H. Tisch was appointed to the New York State Board of Regents on April 1, 1996 and reelected to five year terms on April 1, 2001 and April 1, 2006. She was elected Vice Chancellor by her colleagues effective April 1, 2007 and was elected Chancellor by her colleagues effective April 1, 2009. Chancellor Tisch brings to her appointment many years of experience in the fields of education, community service, and philanthropy.

Chancellor Tisch is chairperson of the Metropolitan Council on Jewish Poverty. With an annual budget of \$100 million, Met Council has gained national recognition for its work in the areas of youth and family services, housing, poverty programs, and neighborhood preservation. Previously, she served as chairperson of the Mt. Sinai Children's Center Foundation.

Chancellor Tisch serves on the executive committees of The Washington Institute for Near East Policy and the Citizens Budget Commission. Additionally, she serves on the board of The Trust for Cultural Resources of the City of New York, the Graduate School of Education's Board of Overseers at the University of Pennsylvania, Learning Leaders, and the Sesame Workshop.

From 1977 to 1984, Chancellor Tisch taught first-graders at New York City's Ramaz School and the B'nai Jeshurun School. She received a B.A. from Barnard College, an M.A. in Education from New York University, and an Ed.D from Teachers College, Columbia University.

PANEL FACILITATOR



Dr. Tom Rogers **Superintendent, Nassau BOCES**

The Nassau BOCES Board of Education appointed Dr. Thomas Rogers as its District Superintendent and Chief Executive Officer effective January 19, 2010.

- As CEO of Nassau BOCES, Dr. Rogers leads the largest Educational Services Cooperative in New York, comprising 20 locations and 4,315 staff members to serve the 56 school districts in the county with a combined enrollment of 225,000 students.
- As District Superintendent, Dr. Rogers serves as the statutory representative of the Commissioner of Education and the State Education Department in the Nassau County Supervisory District.

In addition to its nationally-recognized programs in special education and career and technical education, Nassau BOCES also provides a variety of technical support programs for local school districts, including electronic and assistive technology, in-service training for staff, public communications, data warehousing and analysis, distance education, and cooperative purchasing as well as a variety of literacy, career and technical programs for adult learners.

Dr. Rogers was previously the Executive Director of the New York State Council of School Superintendents, the statewide professional association for chief school officers. During his tenure, The Council launched the “Education is a Civil Right” campaign to improve public education equity, created the Leadership for Educational Achievement Foundation (LEAF) professional development academy, and co-founded Public Schools for Tomorrow, a national organization of education leaders advocating for education policy innovation.

In addition to education policy writing, Dr. Rogers is the author, co-author or editor of scholarly research publications on the superintendency and on the adult learning needs of educational leaders.

Dr. Rogers received doctoral and master’s degrees in Educational Leadership at Columbia University Teachers College and a B.S. in Biochemistry from the University at Buffalo. He serves as a Commissioner on the Middle States Commission on Elementary Education.

Contact Information

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PANELISTS



Dr. Carol Burris

Principal, South Side High School, Rockville Centre UFSD

Carol Burris has served as principal of South Side High School in the Rockville Centre School District in NY since 2000. Carol received her doctorate from Teachers College, Columbia University, and her dissertation, which studied her district's detracking reform in math, received the 2003 National Association of Secondary Schools' Principals *Middle Level Dissertation of the Year* Award. In 2010, she was recognized by SANNYS as their Outstanding Educator of the Year, and in 2013 she was again recognized by SANNYS as the New York State High School Principal of the Year. In 2013, she was invited to serve as a Fellow of the National Education Policy Center. Carol has co-authored two books on educational equity, and her third book, on detracking and the impact on the negative equity of the current educational reforms will be published by Beacon Press this spring. Articles that she has authored or co-authored have appeared in Educational Leadership, The Kappan, the American Educational Research Journal, Theory into Practice, The School Administrator and EdWeek and of course, she frequently blogs for the Washington Post.



David Gamberg

Superintendent, Southold UFSD

David Gamberg has just begun his 6th year as Superintendent of Schools in Southold. Prior to Southold, he was the Assistant Superintendent for Curriculum and Instruction in Patchogue-Medford for three years. He was also an Elementary Principal in Pat-Med for four years, and an Assistant Principal in the William Floyd School District. He taught at the elementary and secondary levels for 13 years, in NYC, Long Island, and Los Angeles. In California, he taught incarcerated youth in their jail program schools for four years.



Richard C. Iannuzzi

President, New York State United Teachers

Richard C. Iannuzzi has served as president of New York State United Teachers since April 2005, leading the union through a period of tremendous growth, with membership now at more than 600,000. A leading voice in the labor movement at both the state and federal levels, Iannuzzi serves as a vice president of the American Federation of Teachers and of the New York State AFL-CIO. He also serves as delegate to the national AFL-CIO, co-chair of the New York State Labor-Religion Coalition and a member of the Board of Directors of the Robert F. Kennedy Center for Justice and Human Rights, one of the world's foremost human rights organizations.

With nearly 500 full-time employees, NYSUT represents a diverse membership that includes in-service and retired members in New York's public schools, colleges, universities and health care facilities, as well as several private schools and colleges, non-profits and government agencies. Its programs are provided from 16 offices around the state; its more than 1,000 affiliates bargain collectively for benefits, working conditions and professional improvements.

"Whether we work in health care, on a campus or in a school — whether we are in-service or retired — we all bring different contributions and concerns to our shared union endeavors," said Iannuzzi, who has spoken frequently concerning the potential for diversity to increase the power of unity. "After all, each of us understands that our strength is not in focusing on our diverse professions, geography or the size of our locals, but in our common union culture. In essence, our strength is our solidarity."

Raised in Brooklyn, N.Y., in a union household, Iannuzzi taught elementary school in the Central Islip public schools for 34 years, including 20 spent as a fourth-grade teacher. He was active in his union from the beginning of his career, joining his local on strike in November 1970, his first year on the job. Iannuzzi began as an elected building representative in 1971 and served on the grievance committee for five years. He was vice president of the Central Islip Teachers Association from 1976 to 1996 and president from 1996 to 2004. In addition to his local union roles, Iannuzzi has served as a NYSUT, AFT and NEA convention delegate and a Long Island Federation of Labor delegate.

As NYSUT president, he travels frequently around the state speaking to editorial boards and providing commentary on public radio delivering the union's message on education and health care. A graduate of CUNY's Brooklyn College, Iannuzzi was inducted into Phi Beta Kappa in 1970. In addition, Iannuzzi earned a master's degree with distinction from Hofstra University and a labor studies certificate from Cornell University.

A resident of Smithtown, Long Island, Iannuzzi also maintains a residence in the city of Albany. He and his wife, Joanne, have three grown children, including daughter Deborah, a NYSUT member who teaches English at Central Islip High School. The Iannuzzis are the proud grandparents of five grandchildren.



David Little

Director of Governmental Relations, New York State School Boards Association

Dave Little is a graduate of Wittenberg University and received his juris doctorate at the Capital University Law School. He has served as NYSSBA's Director of Governmental Relations for the past 14 years. He came to NYSSBA having served 17 years in the New York State Legislature as legal counsel, first in the Assembly and then in the Senate. His most recent position was Senate Home Rule and Local Government Counsel to the Majority Leader. Dave is a former county legislator and regional planning commissioner, as well as a former chair of the national Conference of State Association Legislative Staff. He is a nine year school board veteran, having served seven of those nine years as president of the Brittonkill Board of Education.



Richard Longhurst

Executive Administrator, New York State Parent Teacher Association

Richard (Rick) Longhurst serves as NYS PTA's Executive Administrator. A retired school business official with 35 years of experience at the Burnt Hills- Ballston Lake School District and the Questar III BOCES, he has also worked with the New York State School Boards Association (NYSSBA) and the Comptroller's office to develop fiscal oversight training programs for school board members and with the NYS Association of School Business Officials (NYSASBO), the Education Conference Board (ECB) and the Campaign for Fiscal Equity (CFE) to promote school finance reform. He was the founder of the State Aid Planning service at the Questar III BOCES and the author of "A New Horse," the NYSASBO school finance reform proposal

Rick received his BA degree in Psychology at SUNY Binghamton and completed graduate work in Educational Psychology and Educational Administration at SUNY Albany. He and his wife Laraine live in Clifton Park, NY. They have two children, Gina and Dan.



Dr. Ronald Thorpe

President and CEO, National Board for Professional Teaching Standards

Ronald Thorpe is President and CEO of the National Board for Professional Teaching Standards, an organization dedicated to elevating the status, voice, and role of accomplished teachers in shaping a true profession and raising student achievement. Since 1987, more than 102,000 teachers in all 50 states have achieved National Board Certification, a rigorous, peer-reviewed and performance-based process that certifies that these educators have met the profession's highest standards of practice.

Prior to his appointment to this position in 2011, Dr. Thorpe served as vice president for education at WNET in New York City, where he created the Celebration of Teaching and Learning, an annual conference that attracted more than 10,000 teachers from across the country. In 2008, he was the executive producer of *Where We Stand: America's Schools in the 21st Century*, a national PBS broadcast hosted by Judy Woodruff.

Dr. Thorpe's career has spanned teaching, philanthropy and educational administration, including senior level positions at the Geraldine R. Dodge, Rhode Island and Wallace foundations. He began his teaching career as a teaching fellow in the classics at Phillips Academy, where he also served as special assistant to the renowned educator, Dr. TheodoreSizer. Dr. Thorpe earned his bachelor's in classics at Harvard College and his master's and doctorate at the Harvard Graduate School of Education.



James Viola
Director of Governmental Relations, SAANYS

Mr. Viola's education career spans more than 35 years. He currently serves as the Director of Government Relations for the School Administrators Association of New York State (SAANYS) where he leads the Government Relations Committee and effectively engages the governor's office, members of the state legislature and State Education Department leadership on policy and program matters. He is also the chairperson of the State Alternative Education Steering Committee, is recognized by the State Education Department for his contributions in developing the Diagnostic Tool for School and District Effectiveness and is a designated Outside Education Expert for leading reviews of schools in Priority and Focus accountability status. Previously, Mr. Viola was employed as the New York State Education Department Executive Director for School Improvement and Community Services (Rest of State) with responsibilities including the roll-out of state and federal initiatives, school improvement networks, and Title I implementation and field support.

BREAK-OUT SESSION PRESENTERS

NYSED Data Update

Dr. Ken Wagner

kwagner@mail.nysed.gov

Ken Wagner has served in diverse roles within public education in New York State, including school psychologist, principal, central office administrator, and school board trustee. As Assistant Commissioner for Data Systems at the New York State Education Department, Ken oversaw the Office of Information and Reporting Services and was responsible for the expansion of New York's P-20 educational data system. He is currently the Deputy Commissioner for Curriculum, Assessment, and Educational Technology and is tasked with coordinating the Department's efforts to implement the Common Core State Standards. Ken holds a Ph.D. in school/clinical psychology from Hofstra University.

NYSED ESEA Waiver Updates

Ira Schwartz

ischwartz@mail.nysed.gov

Ira Schwartz has served since January 2010 as Assistant Commissioner for Accountability with the New York State Education Department. The office has statewide responsibility for the Department's initiatives in the areas of School and District Accountability and Review, Bilingual Education, Migrant and Homeless Youth, and Title I/Compensatory Education. Mr. Schwartz joined the State Education Department in 1981 and prior to becoming Assistant Commissioner, served from 1993 to 2009 as the Coordinator for Accountability, Policy and Administration at the Office of School Improvement and Community Services of the New York State Education Department. Mr. Schwartz was a lead designer of New York's framework for meeting the school and district accountability requirements of No Child Left Behind and a Peer Reviewer for the United States Department of Education (USDE) of other states' NCLB accountability plans. During 2009 and 2010 Mr. Schwartz was a lead developer of New York's successful \$700 million Race to the Top application. In 2012, Mr. Schwartz led the team that developed New York's successful ESEA waiver application.

Prior to joining the Department, Mr. Schwartz taught English as a Second Language in New York City and English as a foreign language in Japan.

NYSED- APPR Updates

Dr. Julia Rafal-Baer

jrafal@mail.nysed.gov

Dr. Julia Rafal-Baer is currently the Executive Director of the Office of Teacher and Leader Effectiveness, Policy and Programs with the New York State Education Department where she is responsible for the strategy, management, and implementation of the teacher and leader initiatives under the State's \$700M Race to the Top grant, \$33M Teacher Incentive Fund grant, and other State-wide grants. Prior to this role, Julia was a Fellow for Teacher and Leader Effectiveness with the Regents Research Fund: New York State Education Department. Before joining the New York State Education Department, Julia was a Manager at New Profit, Inc. where she helped lead the design and implementation strategy of the organization's city level initiatives and developed the evaluation program for New Profit's winning Social Innovation Fund application. Concurrently, Julia served as a Federal government grant evaluator for the Investing in Innovation Fund (i3), and the Promise Neighborhoods program. Earlier, Julia worked as an education consultant to nonprofit organizations, urban public and charter schools, and higher education institutions focusing on strategic planning, start-up and development, human capital management, and educational technology. Julia began her career as a special education teacher in the Bronx, and also worked as a special education content specialist. Julia holds a B.A. in psychology from The George Washington University, graduating summa cum laude; a dual M.S. from CUNY: Lehman College in Special Education and Childhood Education; an MPhil in Education Research and a PhD in Education Policy and Practice both from the University of Cambridge, where she was a Marshall Scholar.

Next Generation Science Standards: From Standards to Implementation

Mary Loesing
mloesing@ccsqli.org

Mary Loesing has been the STEM Chairperson in the Connetquot School District for the past seven years. Prior to that she served as Director of Science, and as a biology and chemistry teacher. Ms. Loesing is a representative to the New York State Education Department's Science Education Consortium through the Long Island Science Education Leadership Association where she is an Executive Board member. She frequently presents at LISELA, the Western Suffolk BOCES Science Coordinators Network Meetings and at National Science Teachers Association conferences on science education topics.

Theresa Curry
Theresa_Curry@Manhasset.k12.ny.us

Theresa Curry is the District Coordinator for Science, Health and Technology K-12 for the Manhasset Union Free School District. Prior to coming to Manhasset in 2009, she served as the Chairperson for Science at Carey HS/District Coordinator for Science in the Sewanhaka Central School District for eight years. Her science teaching career began in 1990 starting at Sachem Central and then Deer Park Union Free School Districts. She is the current President-Elect of the Long Island Science Educators Leadership Association.

Joyce Barry
jbarry@pobschools.org

Joyce Thornton Barry is the Science, Research and Technology Chairperson K-12 for the Plainview-Old Bethpage School District. Joyce received her BS in Biology from Mt. St. Mary's Maryland, her MSed in Special Education from CW Post and a PD in School District Administration from Dowling College. She began her career as a science educator 25 years ago as a high school biology teacher and over the years has also taught chemistry, middle school, elementary and special education. In addition to her administrative responsibilities, Joyce continues to teach research and the Health Related Careers course to the students in POB. Joyce was actively involved in the development of the current NYS Living Environment Regents exam as an item writer and a member of the standards setting committee. She is an active executive board member and past president of LISELA. In recent years, she has been instrumental in developing and supervising the K-4 *Enrichment for All* program in the POB Schools, providing all students with inquiry based experience that exceed general expectations. She has worked with the Long Island STEM Hub and NSLIJ to create Career Academies at POBJFKHS. This past summer she participated in a New York State Science Education Consortium 12th Summit, to review the NGSS and make recommendations to NYSED as to possible adoption.

Driven by Data in action: The difference between teaching and learning

Cheriese Pemberton
Classa912@aol.com

Cheriese Pemberton has enjoyed 11 years of service in the field of education to date. She has served as a High School Mathematics teacher, Assistant Principal, and currently is the Director of Mathematics K-12 on the Long Beach Public School district. Ms. Pemberton is currently working on completing a Doctorate Degree in Educational Leadership and Policy Making at Hofstra University. The purpose of her action research study is to improve student performance in Algebra and Algebra 2 & Trigonometry by improving teacher pedagogy through data-driven practices.

Catherine DiMartino
Catherine.c.dimartino@hofstra.edu

Dr. Catherine DiMartino is an assistant professor in the Department of Teaching, Literacy and Leadership at Hofstra University. She teaches courses in applied data analysis and in the politics of education. Prior to joining the Hofstra community, she taught middle and high school social studies, had a fellowship at the Educational Testing Service and, most recently, worked for the RAND Corporation.

Jeremiah Sumter Jr.
sumters5@gmail.com

Jeremiah Sumter Jr. has a Bachelor's in Engineering, a Master's in Mathematics Education from Columbia University Teacher's College, a Master's in Educational Administration from Hofstra University, and is currently working on his Doctorate in Educational Leadership and Policy also with Hofstra University. His dissertation topic focuses on engaging and collaborating with mathematics teachers to enhance their instructional strategies within the class for greater student achievement in secondary mathematics amongst African American males. His leadership, teaching and administrative experience over the past twenty years has groomed and cultured him into the consummate professional he is today within the field of education. He currently works as an educational administrator in Central Office at the Roosevelt Schools, Nassau County.

Rose Hutcherson
rhutch329@aol.com

Mrs. Rose Hutcherson has been an educator for 23 years. She has trained teachers, principals, school leaders, and school board members across New York State. Rose began her career in Binghamton City School District. She has worked for the Magellan Foundation training building leaders; The New York State School Board Association training school board members; she also worked for the New York State Education Department providing technical assistance to low performing schools across New York State.

Rose graduated from Binghamton University with a B.S. and M.A. She also graduated from Albany University with a M.S. Rose is currently working on completing a Doctorate Degree in Educational Leadership and Policy Making at Hofstra University. Her research centers primarily on improving student performance in English Language Arts. Mrs. Hutcherson is currently an Assistant Principal in the Amityville School District.

Stacie Reid
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Stacie Reid has been a K-12 educator for the past 15 years. Her prior experience was in higher education where she served as Assistant Director for HEOP at Polytechnic University, now known as NYU Polytechnic. She began her K-12 experience as a school counselor for the New York City Department of Education. In 2003, she became the Director of Student Support Services for District 79- Alternative Schools and Programs, providing counseling and youth development services for over aged under-credited, court involved and incarcerated youth. Currently she serves as the Director of Guidance for Uniondale Public Schools. Stacie is a counseling professional dedicated to working collaboratively with stakeholders to provide students with the essential core elements needed to experience success and become critical thinkers as they move to become members of the larger more complex society. She received a Bachelor of Science from Southern Connecticut State University in 1994, a Master of Science from Long Island University, C.W. Post in 1998, and an Advanced Certificate in Educational Leadership from the College of St. Rose in 2003. Stacie is currently working on completing her terminal degree in Educational Leadership and Policy at Hofstra University. Her research will focus on school and community context and the roles of school counselors.

**“Tiered” Writing Activities for the ELA Common Core Classroom:
Meeting Students Where They Are, Not Where We’d Like Them to Be**

Judy Dodge
judydodge@judydodge.com

Judy Dodge is a former teacher, an educational consultant, and a national presenter. The author of several articles and books, including *The Study Skills Handbook* (Scholastic, 1994), *Differentiation in Action* (Scholastic, 2006), and *25 Quick Formative Assessments for a Differentiated Classroom* (Scholastic, 2009), Judy was chosen as an “expert” contributor to *Instructor Magazine* on the topic of differentiating instruction. Her current work involves helping teachers strive for greater student engagement while they work to enhance the individual talents of diverse learners. As a staff developer, she works with teachers and administrators to design effective instruction that focuses on using formative assessments, managing a differentiated classroom, and designing tiered instruction. She is presently writing a book on Routines for the CC Classroom. Learn more at: www.judydodge.com

Using Historical Data to Develop SLO: Regents, NYSESLAT and NYSAA

Emma Klimek
eklimek33@gmail.com

Emma Klimek has been a teacher, reading specialist, principal and an assistant superintendent. In each of those positions she has used data and student assessments to inform instruction at the student, classroom, school and district level. Her background in data analysis has facilitated the Race to the Top Initiative for approximately thirty school districts across Long Island, specifically in the implementation of SLOs and teacher evaluation metrics. In addition, she has worked closely with the Eastern Suffolk BOCES Student Data Services to provide historical data in a “user friendly” interface for the districts in Suffolk County in order to inform the development of SLOs.

Growing Teacher Leaders - Working Together for Student Success

Erin Gilrein
egilrein@oceansideschools.org

Erin Gilrein is a National Board Certified Teacher in Adolescent/Young Adult English Language Arts and she works at Oceanside High School. She serves as Co-Regional Director of the NYS National Board Certification Resource Center, facilitates the Long Island National Board Network, and co-facilitates National Board Certification candidate cohorts in conjunction with Adelphi University and Oceanside Schools. In past years, she has co-facilitated several professional development classes about the new APPR regulations and teacher evaluation systems and their impact on teachers.

Marguerite Izzo
mizzo@malverne.k12.ny.us

Ms. Izzo, whose teaching career spans over 30 years, is a full time fifth grade teacher, specializing in English Language Arts and Social Studies, in the Malverne School District. She has taught Social Studies grades 7-12, Reading, and all subjects in grades one through six. Ms. Izzo is an adjunct professor of education at Adelphi University, and co-director of the Malverne Teacher Center. Ms. Izzo is the 2007 New York State Teacher of the Year and currently serves on the Board of Directors of the National Network of State Teachers of the Year. She is a member of the Teacher Leader Standards Consortium and has been the teacher member of the U. S. delegation at the International Summit on the Teaching Profession in 2010 and 2011. In 2013 she was awarded a Lowell Milken Center Fellowship.

Jennifer Wolfe
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Jennifer Wolfe is a National Board Certified Teacher, in Adolescent/Young Adult Social Studies and she works at Oceanside High School. In her tenure at Oceanside has earned the NYS High School Social Studies Teacher of the Year Award from NYSCSS, 3 Fulbright Scholarships including a semester abroad with the Fulbright Teacher Exchange, at Teesside Preparatory and High School in the UK and an honorary doctorate from Union Graduate College in Schenectady, NY. She currently co-facilitates a National Board Certification cohort candidates in conjunction with Adelphi University. This spring, she co-created a series of five professional development workshops to help all teachers embrace the new APPR. She currently sits on the NYS National Board Council, as a founding member. Jennifer is also the Long Island Co-Regional Director of the NYS National Board Certification Resource Center.

Understanding By Design 2.0
Andrew Greene
agreene@hhh.k12.ny.us

Currently, Andrew Greene is the principal at Candlewood Middle School in the Half Hollow Hills School District. He is past president of LIASCD and is the current co-president of the Suffolk County Middle Level Principal Association. In addition to those positions, he acts as a middle level liaison with the New York State Education Department, and is a lead evaluator for the Schools to Watch/Essential Element recognition program. Andy is also an adjunct professor at Stony Brook University in the Educational Administration program and is President of the Administrators Association in the Half Hollow Hills School District.

**The Common Core for ELA and All the Content Areas: Where We Have Been;
Where We Are Going**
Victor Jaccarino
vicjaccarino@gmail.com

Retired Chair of English, Herricks Public Schools; Past President, Long Island Language Arts Council, New York State English Council; Adjunct Professor, Hofstra University; Convention Chair, National Council of Teachers of English; Reviewer for New York State of Common Core State Standards and Team Leader to write New York's 15%, Common Core Learning Standards, Network Team Member for Race to the Top, Eastern Suffolk BOCES, National Presenter, ELA, Literacy across the content areas, Best Practices, Educational Consultant in Nassau, Suffolk, Westchester, and Putnam Counties.

Anything But Common... Holding on to Exceptional Practices 1-4
Suzanne Gray
sgray@pobschools.org

Suzanne Gray began her career as a science and math teacher in New York City, where she worked with students in kindergarten through eighth grade. She worked as a literacy coach and trained with America's Choice, AUSSIES and Teacher's College. She worked as a NYC principal for three years before joining the Plainview Old Bethpage school district. The past four years, as principal of Old Bethpage Elementary school, she has worked closely with her staff, planning and modeling lessons that align to the CCSS.

Jennifer Hoffman
jhoffman@pobschools.org

Jennifer Hoffman is an assistant principal and reading coordinator for the Plainview Old Bethpage School District. She has written elementary and middle school Common Core Modules and supported a district wide writing initiative for K-7. Before Plainview she was a teacher in the Lawrence Public Schools for 17 years as a kindergarten teacher, fourth, fifth, sixth grade teacher and an enrichment teacher for grades 1-5. She attended SUNY Oneonta for her Bachelor's degree, Teacher's College, Columbia University for her Masters, and SUNY Stony Brook for her School Leadership Certificate. She has studied the workshop method in reading and writing throughout her career and enjoys presenting to share techniques and collaborate with educators.

Jill Gierasch
jgierasch@pobschools.org

Jill M. Gierasch is currently the Assistance Superintendent for Curriculum and Instruction for the Plainview-Old Bethpage Central School District. Since 1989 Ms. Gierasch has been committed to education and academic excellence for all children; first in the classroom in the Bayport-Blue Point School District, then as an elementary principal and the Assistant Superintendent for Elementary Curriculum, Instruction and Staff Development in the Sachem School District. She is currently embarking on ambitious goals to improve instructional outcomes for all students. The district is in the process of developing and implementing a strategic action plan that includes aligning staff development, enhancing quality teaching and evaluating progress in all disciplines. Our challenges in Plainview-Old Bethpage are many, but our drive and persistence is up to the task.

Questioning in the Common Core Era

Dr. Esther Fusco
efusco@optonline.net

Esther Fusco is currently an Associate Professor and Chair of the Department of Teaching, Literacy and Leadership at Hofstra University. She teaches a variety of courses related to literacy, mentoring and curriculum development. Her recent articles include *Using Portfolios to Support Teacher Performance Assessment and Good Questions Impact Literacy Development*. Her most recent book, published by Teachers College Press is *Effective Questioning Strategies in the Classroom*. Dr. Fusco was an administrator for sixteen years before joining the Hofstra faculty. She was named New York State Elementary School Principal of the Year by the State Association of Administrators of New York and National Principal of the Year by National Association of Elementary School Administrators and the U.S. Department of Education. In addition to these honors, Dr. Fusco was selected as the Hofstra University Teacher of the Year Award.

Dr. LaQuita Outlaw
loutlaw@bayshore.k12.ny.us

LaQuita Outlaw is currently a principal at Bay Shore Middle School located in Suffolk County and an adjunct professor at St. Joseph's College in the Child Study department. Dr. Outlaw has been in education for over 14 years and has received an award of excellence from the Council of Administrators and Supervisors. Dr. Outlaw earned her Doctoral degree at St. John's University. As the Co-president of the Suffolk County Principals' Association, Dr. Outlaw brings the most relevant information to her colleagues. A past president for LIASCD, Dr. Outlaw continues to serve as an active past president.

Flipping the Classroom with Digital Media

Heather Parris-Fitzpatrick

hfitzpatrick@nasboces.org

Heather Parris-Fitzpatrick has over 15 years of experience as an ESL educator in high schools and universities in New York City and Nassau County, NY. Heather holds a master's degree in TESOL. She is currently a program specialist for Digital Media Services for Nassau BOCES-CIT. She presents and conducts workshops regularly on the integration of technology into classroom instruction at local, regional and national conferences including ISTE, the Celebration of Teaching and Learning, LI Tech Summit and LIASCD

Lisa Estrada

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Lisa Estrada has over 20 years of experience as a bilingual teacher in transitional and dual language classrooms in New York City and Nassau County, NY. Lisa holds a master's degree in TESOL with a bilingual extension, as well as a professional diploma in school district administration. She is currently a Program Coordinator for Digital Media Services and Student Management Systems for Nassau BOCES-CIT. She presents and conducts workshops regularly on the integration of technology into classroom instruction at local, regional and national conferences including ISTE, the Celebration of Teaching and Learning, LI Tech Summit and LIASCD.

School Finance: Surviving in a Tax Cap Era

Ryan Ruf

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Ryan Ruf attended SUNY Geneseo with a major in mathematics for his undergraduate work. He received his masters degree from SUNY Oswego in Educational Administration and a School Business Administration degree from Long Island University, CW Post. Prior to joining Plainview-Old Bethpage, he worked in the Business Office at Cold Spring Harbor and Sag Harbor School Districts. He has spent the last eight years as the Assistant Superintendent for Business at the Plainview-Old Bethpage Central School District. Ryan's primary focus is in the area of strong fiscal controls and the achievement of efficiencies throughout the District. He has been instrumental in the development of multiple year fiscal plans which has helped protect and preserve the District's instructional programs. Ryan continuously works to try to support educational opportunities for our students. He views the Business Office as a resource to help support principals and teachers in their efforts to provide programs for our students. Ryan is a member of the New York State Association for School Business Officials and served as president for the Nassau County Chapter last year. For the past five years, Ryan has served on the Long Island Education Coalition representing school business officials.

Sam Gergis

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Sam Gergis became the Huntington School District's assistant superintendent for business on July 1, 2012. Prior to coming to the district, he worked as assistant business manager in Plainview-Old Bethpage, a post he had held since June 2008. Mr. Gergis earned an undergraduate degree in economics at Boston University in 2001 and a Master of Arts degree in foundations of education at Hofstra University in 2006. He worked for Amerada Hess Corp. as a commodities analyst from July 2001 to April 2003. He was a financial analyst/controller at Morgan Stanley from April 2003 to April 2004. In September 2004, Mr. Gergis became assistant dean of undergraduate admissions at Hofstra University. In November 2006 was named assistant dean of new student support services at Hofstra and became the university's assistant dean of undergraduate advisement in June 2007. Mr. Gergis is studying for a Doctor of Education degree in educational and policy leadership at Hofstra. He earned a certificate of advanced study in school district business leadership in May 2008. He also holds a certificate in curriculum management and evaluation from Hofstra.

Implementing an Effective After School Program for Students with Autism

Ellie Becker

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Ellie Becker is the Director of Pupil Personnel for the Plainview-Old Bethpage School District. Under her leadership, Plainview-Old Bethpage has implemented outstanding and innovative programs for special education students. Ms. Becker has worked for Plainview-Old Bethpage for over twenty-five years in numerous roles which include special education teacher and administrator.

Frank Carbone

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Frank Carbone is currently a behavioral consultant for the Plainview-Old Bethpage School District. He has been working in the district for 11 years as an ABA teacher and behavioral consultant. Mr. Carbone has been working with students with autism for 20 years at every level. Mr. Carbone was one of the founding teachers of the *TAG* Program, an after school program that helps students with autism attain and generalize social skills.

Jeannine Gulli

kgulli@pobschools.org

Jeannine Gulli is a special education teacher in the ABA program in the Plainview Old-Bethpage School District. In addition, Ms. Gulli is the supervisor of the middle and high school TAG program which is a social skills program for children with autism. She holds a masters degree in special education from Queens College and also holds a certification in building level administration.

Kristen Raszka

kraszka@pobschools.org

Kristen Raszka is a special education teacher in the ABA program in the Plainview-Old Bethpage School District. In addition, she is the supervisor of the elementary school TAG (The Afterschool Group) program which is an afterschool group for children with autism. She holds a Masters Degree in Autism and Intellectual Disabilities from Teacher's College, Columbia University and also holds certifications in building and district level administration.

Word Problems and the Modeling Cycle

Larry Farrell

lfarrellmath@gmail.com

Lawrence Farrell gained experience teaching mathematics in the Brentwood School District, Long Island, New York. He spent thirty years teaching mathematics in grades seven to twelve, all subjects, all levels, and all abilities. During his tenure he taught through all the "changes" in New York State mathematics including the sequential program and the return to traditional classes in mathematics. These experiences have led him to be a master teacher and "Teacher of the Year" on numerous occasions. Later, Lawrence Farrell became focused on the professional development of mathematics teachers and was instrumental in re-educating teachers on Long Island in the "new" geometry. He has presented sessions on Marzano's High Yield Teaching Strategies, Differentiated Strategies in Math Classes, and using "Smartboard" as a tool of mathematics teaching. Larry is one of the Race to the Top Network team members representing all BOCES in Albany at the training sessions. He is responsible for the dissemination of information from New York State to districts all around Long Island regarding the implementation of the Common Core Learning Standards. Lawrence Farrell continues to be a mathematics teacher.....his audience has changed but not his dedication to mathematics education in New York State.

The Power of Explicit Learning Targets to Unleash Student Learning

Dr. Joan Daly-Lewis
jdalylew@optonline.net

Dr. Joan Daly-Lewis is currently working with districts to strengthen supervisory practice and improve teaching and learning, especially through reflective performance appraisal. She has served as a teacher, principal, assistant superintendent, staff developer, university professor and regional school improvement specialist. Districts seek her assistance in collaborative action planning, shared decision making training, professional development planning, and meeting facilitating. Much of her recent work has focused on sane and productive implementation of the APPR. Joan has a doctorate in Curriculum and Teaching from Columbia University's Teachers College.

Common Core Unit by Unit: 5 Critical Moves to Implement the Reading Standards Across the Curriculum

Cheryl Dobbertin
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Cheryl Dobbertin is the author of *Common Core: Unit by Unit*. She is the Director of Professional Development for Expeditionary Learning and also serves as co-director of Expeditionary Learning's work in New York State to develop and provide implementation support for Common Core aligned ELA curriculum in grades 3-8. Prior to her current position, Cheryl was an associate regional director and school designer for EL, supporting the implementation of the Expeditionary Learning model in schools throughout the Northeast Region (Maine through New York). Prior to joining Expeditionary Learning, Cheryl was a middle school building administrator, literacy coach, and high school English teacher. She teaches differentiation and Methods for Secondary English at Nazareth College of Rochester. Her work has also been published in ASCD's *Differentiation in Practice: 9-12* and Rachel Billmeyer's *Strategic Reading in the Content Areas*, ASCD's *Education Leadership* and EdWeek.

Common Core for the Not so Common Learner: K-12 ELA Strategies

Dr. Maria Dove
mdove@molloy.edu

Maria G. Dove, Ed.D., is an associate professor and coordinator of the graduate education TESOL programs at Molloy College, Rockville Centre, NY. Previously, she taught ESL for over 30 years in K-12 and adult education programs in public and private school settings on Long Island. Dr. Dove is the co-author of several books including *Common Core for the Not-So-Common Learner*, *Grades K-5: English Language Arts Strategies* (2013) and *Collaboration and Co-teaching: Strategies for English Learners* (2010) both published by Corwin Press.

Dr. Andrea Honigsfeld
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Dr. Andrea Honigsfeld is a professor in the Division of Education at Molloy College, Rockville Centre, NY, where she teaches graduate courses related to cultural and linguistic diversity. As a Fulbright Scholar, she lectured in Iceland and she has been presenting at conferences across the United States and overseas. She frequently offers staff development primarily focusing on effective strategies and collaborative practices for English-as-a-second-language and general education teachers. She is the co-author of several books including *Common Core for the Not-So-Common Learner*, *Grades 6-12: English Language Arts Strategies* (2013) and the *Breaking the Mold* series (2009-2013).

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www.liascd.org

Thank you and have a wonderful day.

FALL 2013 CONFERENCE EVALUATION FORM

Education at the Crossroads

Please rate the following statements by circling the number on the scale (1 is Poor and 5 is Excellent)

Morning Presentations

Keynote Address from Chancellor Tisch	1	2	3	4	5
Panel Discussion on Tax Cap and Reform Agenda	1	2	3	4	5

AFTERNOON BREAK-OUT SESSION I

Session Attended: _____	1	2	3	4	5
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AFTERNOON BREAK-OUT SESSION II

Session Attended: _____	1	2	3	4	5
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Comments and suggestions on the specific break-out sessions you attended:

OVERALL CONFERENCE EVALUATION

The Fall Conference provided useful information	1	2	3	4	5
Rate the overall conference	1	2	3	4	5

Feel free to make any additional comments or make suggestions for future LIASCD events/conferences:

Name/District (optional): _____

Please complete the evaluation form and return it to the registration area. Thank you!



LIASCD
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Certificate of Attendance

This is to certify that

attended the LIASCD Fall Conference
October 4, 2013

Education at the Crossroads

Held at the
Marriott Hotel, Melville, New York
Friday, October 4, 2013

Dr. Kim Nisbett
Treasurer

Questions? E-mail us at liascd2013@gmail.com